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ABSTRACT

This report presents the findings and recommendations of the Asian Pacific Learners Task Force (APLTF), which was charged with studying this population in Minnesota and evaluating their needs in the public education system. Thousands of students, hundreds of their parents, and a large number of teachers responded to questionnaires developed by the APLTF and completed by attendees of Public Input Sessions (PBISs). Opening sections list members of the task force, reproduce a cover letter for the report, and outline the recommendations. Another section offers background on Asian Pacific people in the United States generally, their history, and some broad cultural characteristics. Another section outlines the purpose and charge of the APLTF followed by a description of the methods used to gather information. Those efforts include meetings among members of the APLTF; a series of PBISs; and a survey of students, parents, and teachers. The next section summarizes the outcome of the public sessions. A final section brings together the findings from the studies and recommendations, and groups them under the following five critical categories: (1) staff; (2) inclusive education; (3) learners; (4) parents; and (5) Asian Pacific leadership. Extensive appendixes offer 10 figures containing distribution and demographic information; a planning letter; the Inclusive Educational Program Rule; a news release; the student, parent, and teacher questionnaires; findings; and supplemental letters. Included are 11 references. (JB)

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ASIAN-PACIFIC LEARNERS TASK FORCE

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Phu Dam	Educator/Minneapolis	F	Little Canada	Vietnamese
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Soonki Lee	Professor	F	North Mankato	Korean
Geraldine Mizuko	Educator/Duluth	F	Duluth	Chinese/Hawaiian
Ponnareay Peng	Counselor	M	Rochester	Cambodian
Cherian Puthiyottil	Director/Pastor	M	West St. Paul	Asian Indian
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LETTER FROM THE TASK FORCE

February 1992

Dear Minnesota State Board of Education,

The undersigned members of the Asian-Pacific Learners Task Force would like to submit our report and recommendations for Asian-Pacific learners. This report comes at a critical time of Asian-Pacific population growth across the United States, especially in Minnesota.

We appreciate the Board's foresight in creating the Asian-Pacific Learners Task Force. We hope the information presented will aid the Board in the decision-making process that will promote better understanding and appreciation for all people.

A heartfelt "thank you" is extended to parents, students, and teachers for their time and their concern on behalf of Asian-Pacific learners. Their input to this process was gratefully appreciated and we, as the Task Force, urge you to give these recommendations your utmost attention.

We look forward to presenting our report to you, the Minnesota State Board of Education, in person on Monday, March 9, 1992.

Sincerely,

Fu-Chen C. *Sam Long* *Anthony Smith*
F. M. F. *Gloria*
Simon B. *Cliff Stone*
Constance *Wang* *W. Wang*
Jean H. Takachuta *Erinda C. Davis*
Gracine K. T. Minuko
[Signature]

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PREFACE

This Report of the Asian-Pacific Learners Task Force is offered to provide insight to the Minnesota State Board of Education as they make policy that will provide Asian-Pacific learners in Minnesota public schools with the highest quality and most equitable of educational opportunities. It is the result of intensive work by the Task Force with the involvement of students, parents, teachers, and the community.

The Report begins with an Executive Summary, including the 17 Recommendations of the Task Force. The Report contains sections related to the work of the Task Force and expanded Findings and Recommendations. It includes background information about Asian-Pacific peoples in the United States. Extensive Appendices, a Glossary, and a Bibliography provide additional resources for better understanding of the Report.

EXECUTIVE SUMMARY

The Asian-Pacific Learners Task Force presents these recommendations as the summation of their work in fulfillment of the charge given to its members by the Minnesota State Board of Education. They are offered in a spirit of commitment to the vision and goals of the State Board and the Minnesota Department of Education. The complete Findings and Recommendations section begins on page 9.

RECOMMENDATIONS

The Asian-Pacific Learners Task Force recommends that the Minnesota State Board of Education:

1. Establish policies that will ensure that all staff in Minnesota schools understand the needs of Asian-Pacific learners, their cultures, histories, and values. Such policies will address:
 - A. The licensure and relicensure of administrators, supervisors, and coaches.
 - B. Cooperative approaches with the State Board of Teaching for the licensure and relicensure of teachers, social workers, counselors, nurses, and psychologists.
 - C. Job performance standards for all staff including licensed and non-licensed employees.
2. Request that the State Board of Teaching require that teachers demonstrate competencies for teaching limited English-proficient learners before being licensed or relicensed.
3. Request that the State Board of Teaching institute a program in at least two teacher education institutions to prepare bilingual worker/aides who wish to become licensed teachers, including tutorial services to pass the Pre-Professional Skills Test (PPST).
4. Recommend that the legislature establish a program to recruit, hire, retain, and support promotion of Asian-Pacific staff.
5. Enforce and monitor the implementation of school districts' Inclusive Educational Program Plans which were mandated by the Inclusive Educational Program Rule. (Minnesota Rules Part 3500.0550)
6. Request legislative funding for school district staff development, curriculum and program development, and purchase of materials which are current and non-stereotypic to support the Inclusive Educational Program Rule and school districts' Inclusive Educational Program plans, with special emphasis on Asian-Pacific topics.
7. Direct the Commissioner of Education to explore federal, state, and private foundation funding sources for grant programs to encourage districts to network on multicultural issues.

8. Request legislative funding or seek federal appropriations for review and development of bias-free, standardized testing instruments.
9. Direct the Commissioner of Education to establish and staff an Asian-Pacific materials center to provide resources for schools.
10. Direct the Commissioner of Education to analyze and recommend policies and procedures to ensure that ESL instruction can provide the necessary services for students to achieve proposed high school graduation requirements. These should address:
 - A. Establishing statewide, standardized language testing instruments and exit criteria for ESL program participants.
 - B. Setting a maximum teacher-pupil ratio for ESL and bilingual programs.
 - C. Requiring annual reports regarding staffing ratios.
 - D. Monitoring compliance of programs.
11. Recommend that the Legislature establish in law a requirement that school districts offer pre-school ESL services for learners who qualify and support these programs with state appropriations.
12. Require that school districts provide ESL classes through community education for post-adolescent, adult, parent, and newly arrived Asian-Pacific learners.
13. Request legislative funding or seek federal appropriations to develop pilot demonstration programs which address the personal, social, and career counseling needs of Asian-Pacific learners.
14. Request that the Legislature designate special funds to offer orientation programs for Asian-Pacific parents and learners regarding school policies, procedures, and expectations, providing appropriate translation services and any other pro-active measures necessary to ensure parent involvement.
15. Require school districts to offer community education classes for Asian-Pacific parents to help them with self-advocacy and understanding American institutions.
16. Establish a committee, advisory to the Commissioner of Education, for on-going dialogue to address the needs of Asian-Pacific learners, including:
 - A. Multicultural awareness programs.
 - B. Asian-Pacific learners' participation in and access to extra-curricular activities.

- C. ESL, bilingual, and interpreter programs, including issues of class size and effective curriculum.
 - D. ESL program issues such as pre-school services; standardized procedures of instruction, testing, and exit criteria; pupil-teacher ratios; monitoring; and reporting.
 - E. Procedures to ensure that recommendations from the Task Force are acted upon.
17. Recommend that the Governor use the appointment process to assure that a representative of Asian-Pacific heritage is a member of the State Board of Education.

BACKGROUND ON ASIAN-PACIFIC PEOPLES IN THE UNITED STATES

Asian-Pacific Americans are persons who are of Asian or Pacific Island heritage. They are a diverse group from more than 25 countries with numerous languages and dialects. They have rich histories and cultural heritages (de Leon)*. Their arrival and history in the United States are as diverse as the peoples and their heritages.

Some Asians are new immigrants or refugees. Other Asians are members of families that have been U. S. citizens for three and four generations. Some new immigrants come to America highly educated and successful in their home country. Other Asians come as refugees from severely disrupted and fragmented conditions, whose families have suffered war-torn living conditions for all or most of their lives. These families may be stressed, dysfunctional, headed by a single person, and have limited emotional, social, or financial support. Refugee children may come with no formal education or interrupted, inadequate schooling. Some adolescent refugees, especially Amerasians, come as unaccompanied minors. Half of the refugees who have come to the United States since 1985 are under 20 years old.

The Asian population in Minnesota before 1940 consisted of a small number of Chinese, Japanese, Koreans, and Filipinos. Asian families in significant numbers settled here after World War II. American soldiers of Japanese ancestry served as military personnel at the Japanese language schools at Camp Savage and Fort Snelling. Many encouraged their families to come to Minnesota instead of returning to the West Coast after the internment camps closed. American soldiers returned to Minnesota with Asian brides. The Chinese population increased after 1943 because the Chinese Exclusion was repealed in October, 1943 which allowed a quota of 105 Chinese per year to enter the United States. The Asian population in Minnesota in 1970 was 5,448 (They Chose Minnesota). By 1990, it had grown to 77,886 (Census Reports).

Asians are the fastest growing group in America. In Minnesota the Asian-Pacific population increased 193.5% from the 1980 to the 1990 census (Census Report). Minnesota is one of the top five states in which Southeast Asians have settled (Story and Harris). Asians are now the second largest minority community in Minnesota. In the St. Paul Public Schools, they are the largest minority population (MINCRIS). The Asian population is younger than the general population and its birth rate is twice that of European Americans (Hodgkinson). If the population and birth-rate trends continue, Asians will be the largest minority in America by the year 2000 (de Leon).

The largest group of Asian students in Minnesota are from immigrant or refugee families. They are most at risk due to poverty. Some issues they face include low test scores, underachievement due to limited English language skills, limited access into programs, intergenerational conflicts, peer and family pressures. The children, however, are motivated, eager to do well, and supported by their community and family. Intensive educational and legislative support now will develop contributing, taxpaying citizens of tomorrow who will have offspring who will be economically stable and contributing members of society.

Another group of Asian children is totally assimilated into the dominant culture. Some of these children are adopted into European families and others are from Asian middle and upper class families. They have accepted the dominant culture but many Asians say no matter how integrated they become, they will never be considered "bona fide Americans" because of an "otherness factor based entirely on race" (Time). These students need affirmation that their Asian heritage and culture are as valued and respected as other cultures.

Asians are a diverse group, but they share some common beliefs and values. Respect for adults is one shared value. Older generations make an effort to ensure that youngsters achieve by providing a stable home environment and encouraging students to succeed. In turn, the younger generation is obligated to bring honor and pride to their family. (Kitano; Wong). Another shared value is the power of education which is viewed by many Asians as the ladder toward upward mobility. Some Asians see education as one of the biggest advantages of coming to America. Family home life supports education and students are pressured to do well at school. (Rundall and Hernandez; Wong). Asian values of educational attainment and obedience to authority support scholastic achievement.

Cultural values and beliefs commonly shared by the Asian community contribute to the rich cultural mosaic of our multicultural society. As the year 2000 approaches, many needs and demands will be made on our diverse community. A prepared and educated Asian-Pacific student population will be able to meet these new changes.

*References cited in parentheses are listed in the Bibliography, page 53 .

THE ASIAN-PACIFIC LEARNERS TASK FORCE

PURPOSE AND CHARGE

The Asian-Pacific Learners Task Force was created in 1991 by the Minnesota State Board of Education to investigate and report on concerns related to the education of Asian-Pacific learners. The Task Force was to have geographic and gender balance and include diversity of background and ethnicity.

The charge to the Task Force was :

1. Review and analyze State Board of Education rules/initiatives that are addressing concerns of Asian-Pacific learners in the public schools and make appropriate recommendations.
2. Conduct informational meetings/sessions with Asian-Pacific learners, their families, and Asian-Pacific organizations to ascertain the needs of the Asian-Pacific learners and develop short- and long-range recommendations to meet those needs.
3. Assess the concerns of Asian-Pacific staff at all levels in the public schools and include these concerns in the development of the final report to the State Board of Education.
4. Facilitate meetings between Asian-Pacific organizations in the State and the State Board of Education to promote an enduring partnership in the education of the Asian-Pacific learners.

The Asian-Pacific Learners Task Force operating assumptions are:

1. That all students can learn; therefore, the current educational system must examine and implement more effective strategies and techniques to improve achievement of Asian-Pacific learners.
2. That the educational system must be sensitive to the "whole child;" therefore, all aspects of the child's social, emotional, psychological, and cultural needs must be acknowledged and considered while providing a quality education.
3. That the implementation of the Task Force's recommendations will ultimately benefit all learners regardless of background or circumstances.

METHODOLOGY

The Task Force first met on March 12, 1991, in St. Paul and continued meeting in April, May, June, July, August, and September to organize and prepare for a series of Public Input Sessions. In some of the earlier meetings of the Task Force, resource speakers gave background information on topics relevant to the charge of the Task Force. Four sessions were held in late 1991, with separate meetings at each site for students, teachers, and parents. The dates and places for the sessions were: October 9 in Duluth, October 24 in Rochester, November 14 in Minneapolis, and December 5 in St. Paul.

Thousands of students, hundreds of parents, and a large number of teachers responded to questionnaires that were developed by the Task Force and completed by the attendees of the Public Input Sessions. After the input sessions several meetings were held to process the considerable amount of information from the questionnaires and the oral presentations made to the Task Force by students, parents, and teachers.

In 1992, the Task Force met to determine the recommendations based on a review of the findings and to prepare the presentation for the State Board of Education.

PUBLIC INPUT SESSIONS SUMMARY

The significant findings derived from questionnaire responses and public testimony obtained as a result of the four Public Input Sessions are:

Students want better education. They have goals, but are frustrated by things which get in the way of goal attainment such as teacher attitude, lack of knowledge, racism, and difficulty in getting good information. The majority of students don't feel they are treated fairly by their teachers. They desire peer understanding of them and want more information about their own culture and history in the curriculum. Students desire a more relevant curriculum, replacing materials that are out-of-date or contain stereotyped information. The inclusion of Asians in the curriculum is usually limited to World War II, the Korean conflict, and the Vietnam War presented from the European perspective.

Parents desire communication between home and school which is caring, factual, and clearly understandable. They want a welcoming atmosphere for learning, comprised of a safe and encouraging environment, dedicated teachers, cultural understanding, and high aspirations. They find strengths highly centered in the support systems of Limited English Proficiency (LEP) programs and interpreter services. Parents are aware of barriers for their children such as lack of communication skills and opportunities. They want a curriculum which includes Asian-Pacific cultures. They want to understand the educational process and have more contact with teachers.

Teachers see the lack of English language skills as the largest barrier for students and consider cultural understanding important. The majority of teachers want to learn more about Asian-Pacific cultures, but lack resource materials and training. Some acknowledged the need for more Asian-Pacific teachers and role models. The Asian-Pacific teachers feel isolated and not respected. All teachers see value in more parent participation.

FINDINGS AND RECOMMENDATIONS

This section of the Report brings together the findings from the studies conducted by the Task Force and their recommendations. These Findings and Recommendations are grouped according to the five areas found to be most critical by the Task Force. The Recommendations follow the same order as in the Executive Summary on pages 1-3.

STAFF

1. A strong belief frequently expressed was that unless and until all staff members in school environments are accepting of all children regardless of their race, nationality, gender, or disability, inclusive education will not be achieved. It is important that all prospective education employees become proficient in inclusive education principles. However, relatively few new staff are being hired. Most of the change must take place within school systems with existing staff. Staff development, continuing education, and the relicensure process are vehicles to achieve inclusive programs. It is important that all staff receive the same message, including bus drivers, clerical staff, food service workers, and instructional aides.

Recommendation 1: Staff Development

- Establish policies that will ensure that all staff in Minnesota schools understand the needs of Asian-Pacific learners, their cultures, histories, and values. Such policies will address:
 - A. The licensure and relicensure of administrators, supervisors, and coaches.
 - B. Cooperative approaches with the State Board of Teaching for the licensure and relicensure of teachers, social workers, counselors, nurses, and psychologists.
 - C. Job performance standards for all staff including licensed and non-licensed employees.
2. It is likely that all teachers will come into contact with Asian-Pacific learners during their career. Better instruction could take place if all teachers understood the principles of teaching limited English-proficient learners.

Recommendation 2: Effective Teaching Methodology

- Request that the State Board of Teaching require that teachers demonstrate competencies for teaching limited English-proficient learners before being licensed or relicensed.
3. Many bilingual workers/aides wish to become licensed teachers. Many also have received training and were educators in their native countries but have not been able to get through the maze of licensure requirements to become licensed teachers in the United States. They are one pool of potential Asian-Pacific teachers who already have

experience in the school systems. A support program and tutoring services such as those provided to law students would be a valuable bridge for these candidates.

Recommendation 3: Encouragement Programs - Bilingual Aides

- Request that the State Board of Teaching institute a program in at least two teacher education institutions to prepare bilingual worker/aides who wish to become licensed teachers, including tutoring services to pass the Pre-Professional Skills Test (PPST).
4. The number of Asian-Pacific teachers, administrators, and other professionals is small, but the need for role models for learners is great. Society needs to explore ways to encourage Asian-Pacific people to enter these fields.

Recommendation 4: Encouragement Programs - All Staff

- Recommend that the legislature establish a program to recruit, hire, retain, and support promotion of Asian-Pacific staff.

INCLUSIVE EDUCATION RULE

5. The State Board of Education adopted the Inclusive Educational Program Rule in December 1988, requiring all school districts to write an inclusive education plan. Nearly all plans are completed. The next step is implementation. Enforcing the prompt implementation and monitoring the process of each district's plan will compel districts to improve their plans and continue to include communities of color in the transformation process called inclusive education.

Recommendation 5: Implementation

- Enforce and monitor the implementation of school districts' Inclusive Educational Program Plans which were mandated by the Inclusive Educational Program Rule. (Minnesota Rules Part 3500.0550)
6. Funding will be necessary as school districts fully commit to inclusive education, especially for materials, staff development, and curriculum writing.

Recommendation 6: Funding

- Request legislative funding for school district staff development, curriculum and program development, and purchase of materials which are current and non-stereotypic to support the Inclusive Educational Program Rule and school districts' Inclusive Educational Program plans, with special emphasis on Asian-Pacific topics.
7. Some school districts have valuable resources which might be shared with other districts. Some clusters of school districts benefit from sharing resources of people, time, and material. An important resource, such as a speaker or specialist, could be obtained if the cost were shared by several school districts. The effectiveness of speakers, specialists, and other resources increases when shared by several districts.

Recommendation 7: Resource Sharing

- Direct the Commissioner of Education to explore federal, state, and private foundation funding sources for grant programs to encourage districts to network on multicultural issues.
8. Many standardized tests are culturally biased or lack references to more than one culture. This automatically puts many students at a disadvantage. Some tests have not been updated for so long that cultural references are at best quaint, at worst biased. Culturally fair, gender-fair, and disability-sensitive tests create an even playing field.

Recommendation 8: Testing

- Request legislative funding or seek federal appropriations for review and development of bias-free, standardized testing instruments.
9. The need for authoritative, up-to-date, and non-stereotypic cultural resources, particularly original crafts and audio-visual materials, is critical. These materials may be scarce or extremely costly. A central lending source would make fiscal sense. Staffing by a person with considerable background in Asian-Pacific studies and multicultural education is necessary.

Recommendation 9: Resource Center

- Direct the Commissioner of Education to establish and staff an Asian-Pacific materials center to provide resources for schools.

LEARNERS

10. Many learners are not able to function adequately in mainstream classrooms because they lack English language skills. Many of these students change schools within this state or come from another state. No criteria or standardized testing instruments exist to determine a student's proficiency in English. Such measures are necessary to deliver a quality program and to equip students with the necessary skills as quickly as possible.

Recommendation 10: Improvement and Standardization of ESL Programs

- Direct the Commissioner of Education to analyze and recommend policies to ensure that ESL instruction provides the necessary services for students to achieve proposed high school graduation requirements. These should address:
 - A. Establishing statewide, standardized language testing instruments and exit criteria for ESL program participants.
 - B. Setting a maximum teacher-pupil ratio for ESL and bilingual programs.
 - C. Requiring annual reports regarding staffing ratios.
 - D. Monitoring compliance of programs.

11. Research and experience indicate that the earlier a child is exposed to language, the easier it is to gain mastery. Learners who gain some intensive instruction in a pre-school program are better prepared for the school experience.

Recommendation 11: Early Mastery

- Recommend that the Legislature establish in law a requirement that school districts offer pre-school ESL services for learners who qualify and support these programs with state appropriations.

12. Many immigrants and refugees who are beyond school age do not have English skills. This lack of desired skills affects their economic well-being. Should this continue, fewer workers will be fully ready to enter the labor market at a time when there will be fewer people of working age in the economy. Society as a whole and individuals, in particular, benefit from the possibility of gaining basic tools held by a productive worker and a knowledgeable citizen, someone who can participate in a democracy.

Recommendation 12: Adult ESL Services

- Require that school districts provide ESL classes through community education for post-adolescent, adult, parent, and newly arrived learners.

13. Much concern was expressed regarding Asian-Pacific learners' lack of personal and social information about the American culture. Also, parents expressed much concern regarding the lack of adequate information for their children about career choices available in this culture and what it takes to attain these careers. This includes the concern that their children are not getting accurate information regarding the appropriate high school courses to take in order to be accepted into college and be successful in their chosen area of preparation in college.

Recommendation 13: Learner Needs

- Request legislative funding or seek federal appropriations to develop pilot demonstration programs which address the personal, social, and career counseling needs of Asian-Pacific learners.

PARENTS

14. Parents expressed desires to understand more about the school system. They often misunderstand or learn about issues and events after the fact.

Recommendation 14: Parent Orientation

- Request that the Legislature designate special funds to offer orientation programs for Asian-Pacific parents and learners regarding school policies, procedures, and expectations, providing appropriate translation services and any other pro-active measures necessary to ensure parent involvement.

15. Much testimony centered around parents' desires to understand the American culture in order to strengthen their children's success in school. It is also apparent that the desire to gain confidence and the ability to serve as one's own advocate is strong.

Recommendation 15: Parent Self-Actualization

- Require school districts to offer community education classes for Asian-Pacific parents to help them with self-advocacy and understanding American institutions.

ASIAN-PACIFIC LEADERSHIP

16. There are a number of issues that were raised in the course of hearings and task force meetings which do not have easy answers, which require more extensive research, or for which no consensus could be reached. These issues require further study. They are not any less important, but deserve a longer look.

Recommendation 16: Advisory Committee

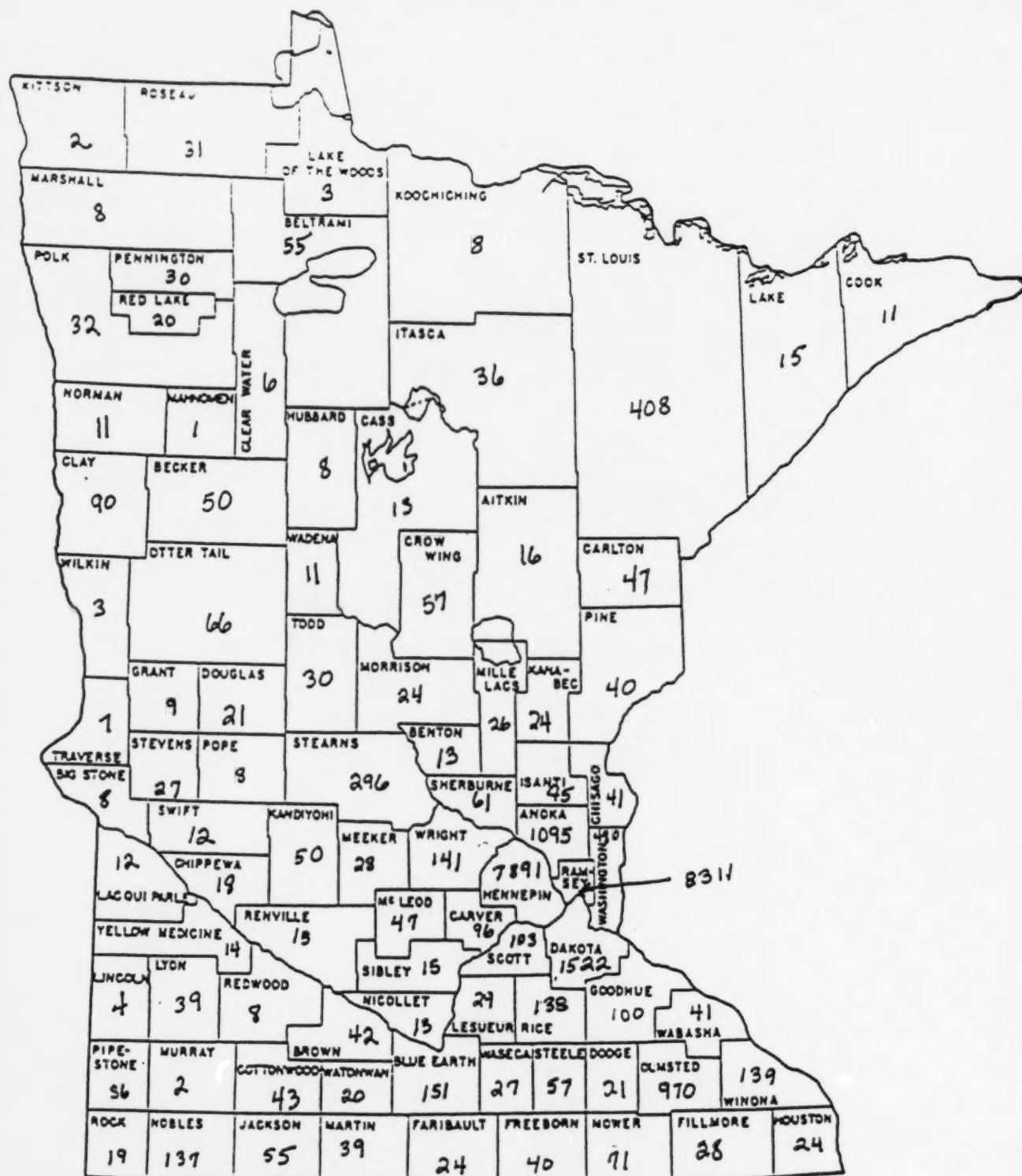
- Establish a committee, advisory to the Commissioner of Education, for on-going dialogue to address the needs of Asian-Pacific learners, including:
 - A. Multicultural awareness programs.
 - B. Asian-Pacific learners' participation in and access to extra-curricular activities.
 - C. ESL, bilingual, and interpreter programs, including issues of class size and effective curriculum.
 - D. ESL program issues such as pre-school services; standardized procedures of instruction, testing, and exit criteria; pupil-teacher ratios; monitoring; and reporting.
 - E. Procedures to ensure that recommendations from the Task Force are acted upon.

17. Sentiment is growing for an Asian-Pacific voice to be represented on the public policymaking body for education in the State of Minnesota.

Recommendation 17: Asian-Pacific State Board Member

- Recommend that the Governor use the appointment process to assure that a representative of Asian-Pacific heritage is a member of the State Board of Education.

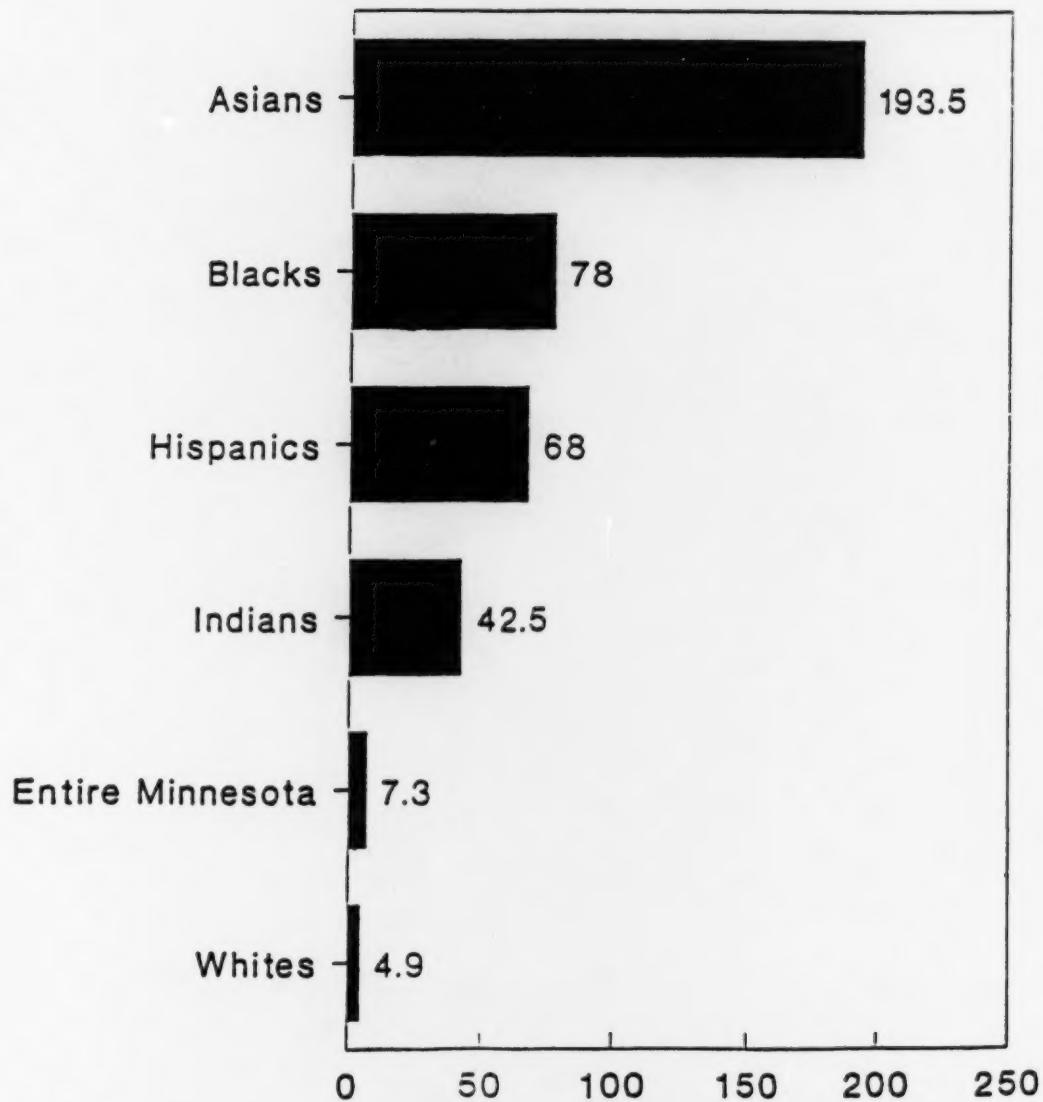
APPENDICES



Distribution of Asian-Pacific Learners by County
1990-91 Data
 (Based on MCRI's Data)

HOW MINNESOTA CHANGED 1990 Census Growth Rates

Note: 'Other Races' declined 13.2.



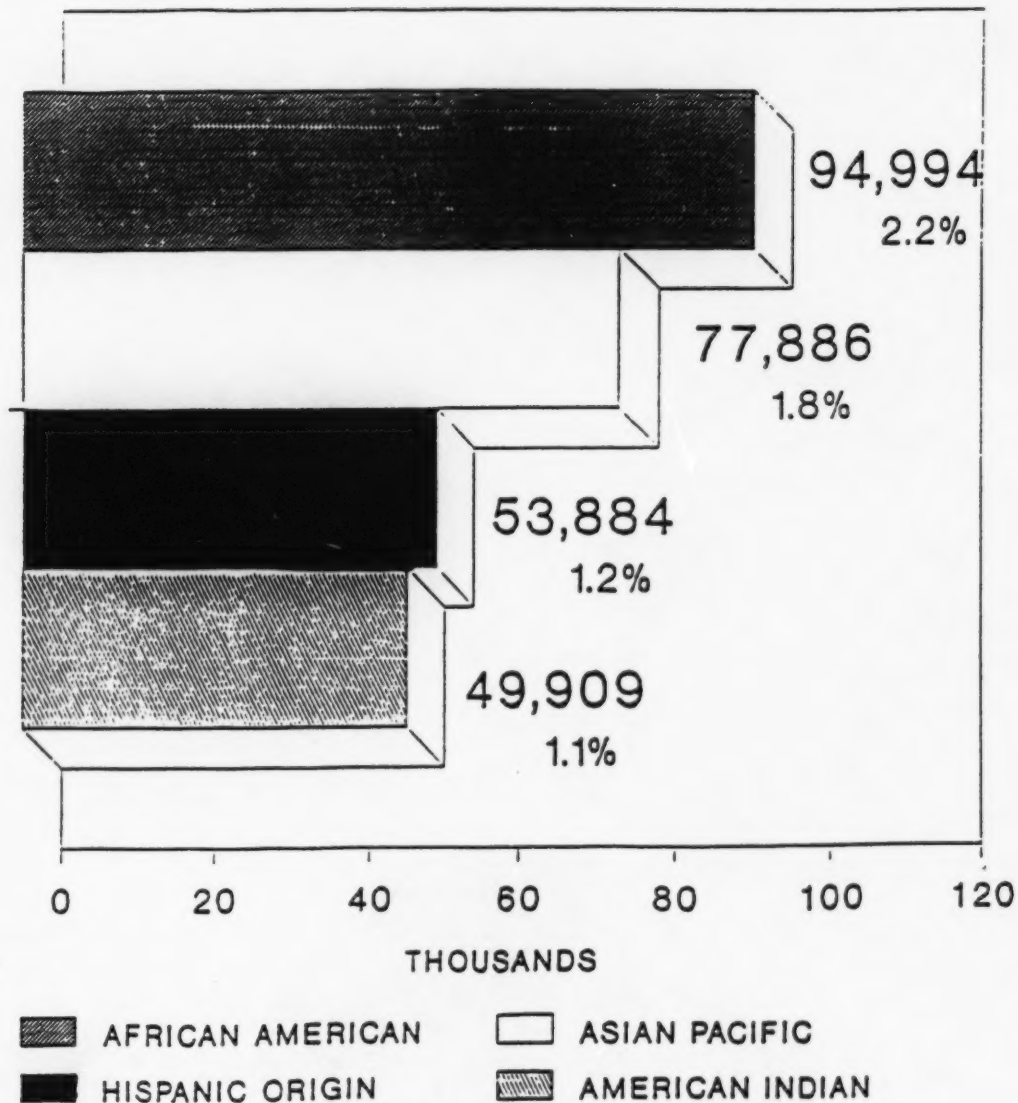
PERCENT OF GROWTH DURING PAST DECADE

Kelsh SPEAKING AFFAIRS COUNCIL CHART

MINNESOTA'S 4 MINORITY GROUPS

Official 1990 Census Counts

With Percent of General Population

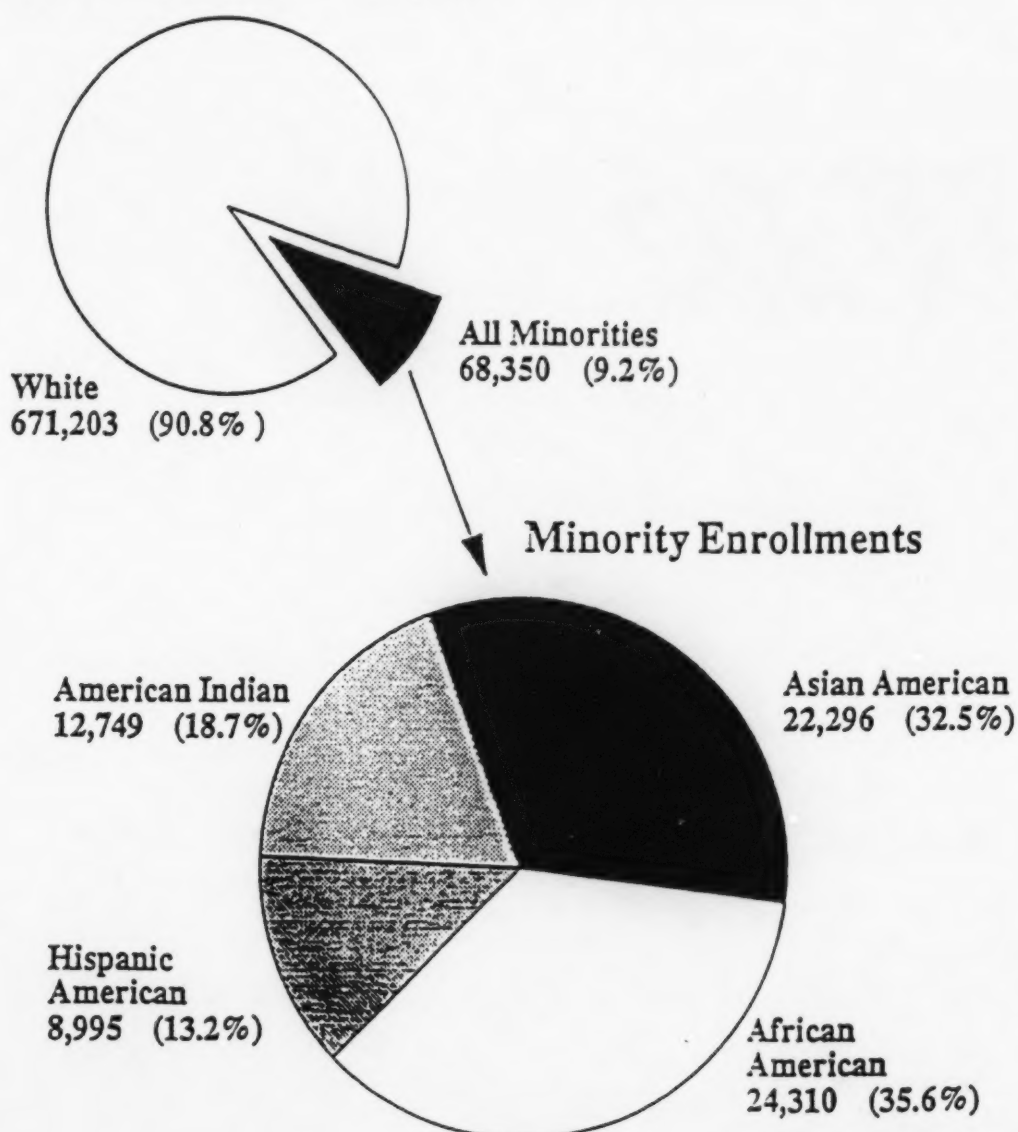


Spanish Speaking Affairs Council

MINORITY SCHOOL CHILDREN IN MINNESOTA 1989

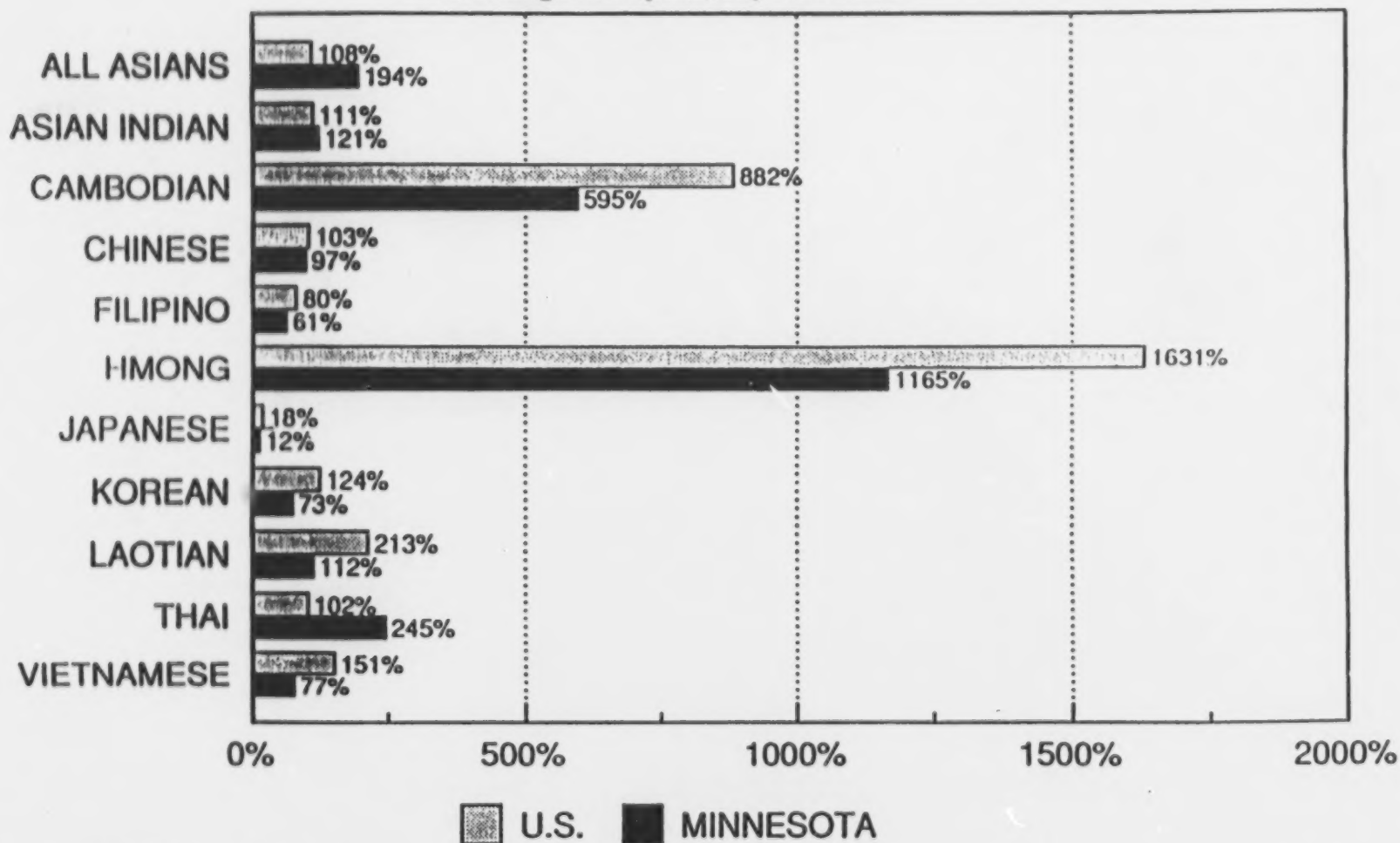
Minority School Children in Minnesota 1989

Total Enrollment: 739,553



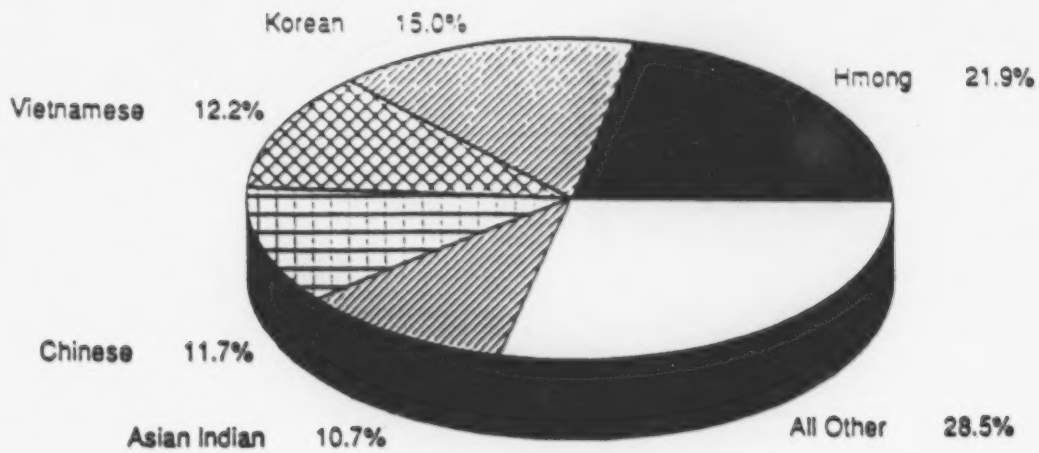
MOST ASIAN GROUPS GROW FASTER IN U.S. THAN IN MN **But Total Asian Population Grows Faster in State**

% Change in Population, 1980-1990

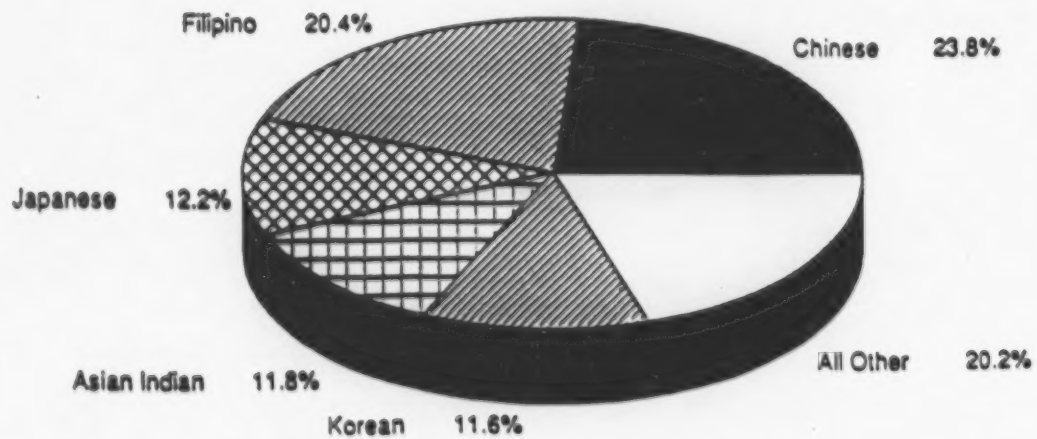


Source: U.S. Bureau of the Census

MINNESOTA ASIAN POPULATION 1990

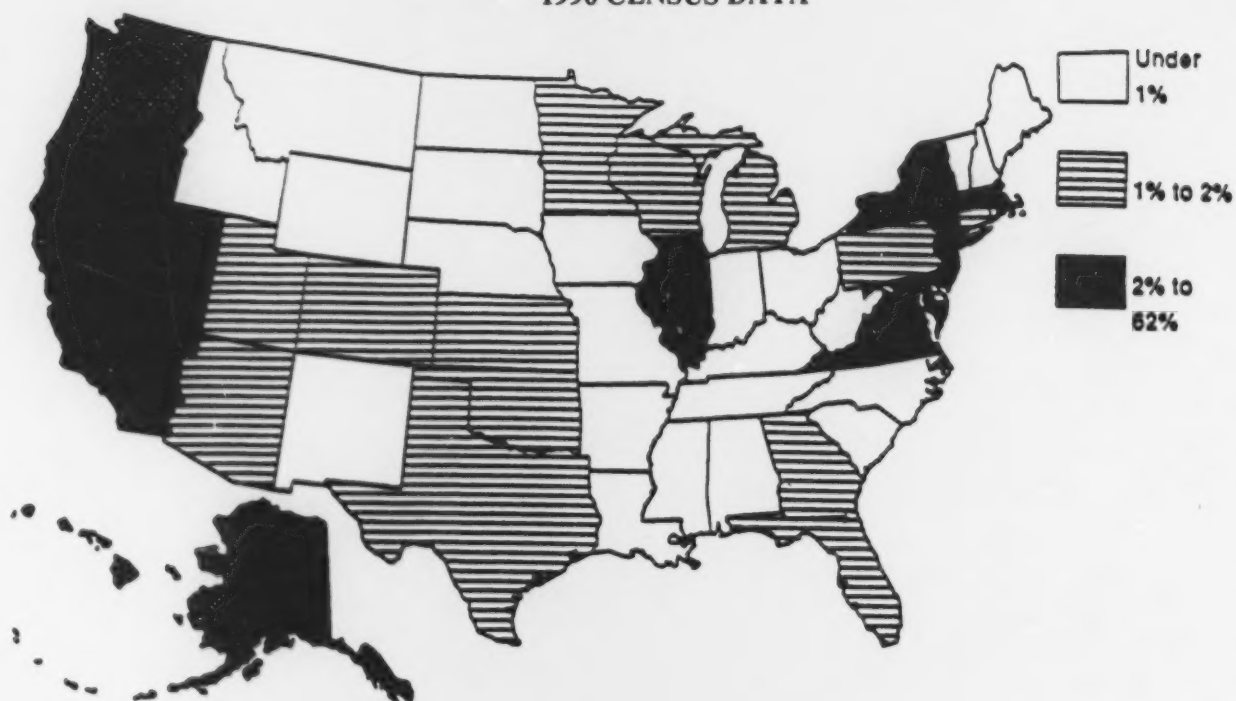


UNITED STATES ASIAN POPULATION 1990



Source: U.S. Bureau of the Census
 Graphed by the Planning Office

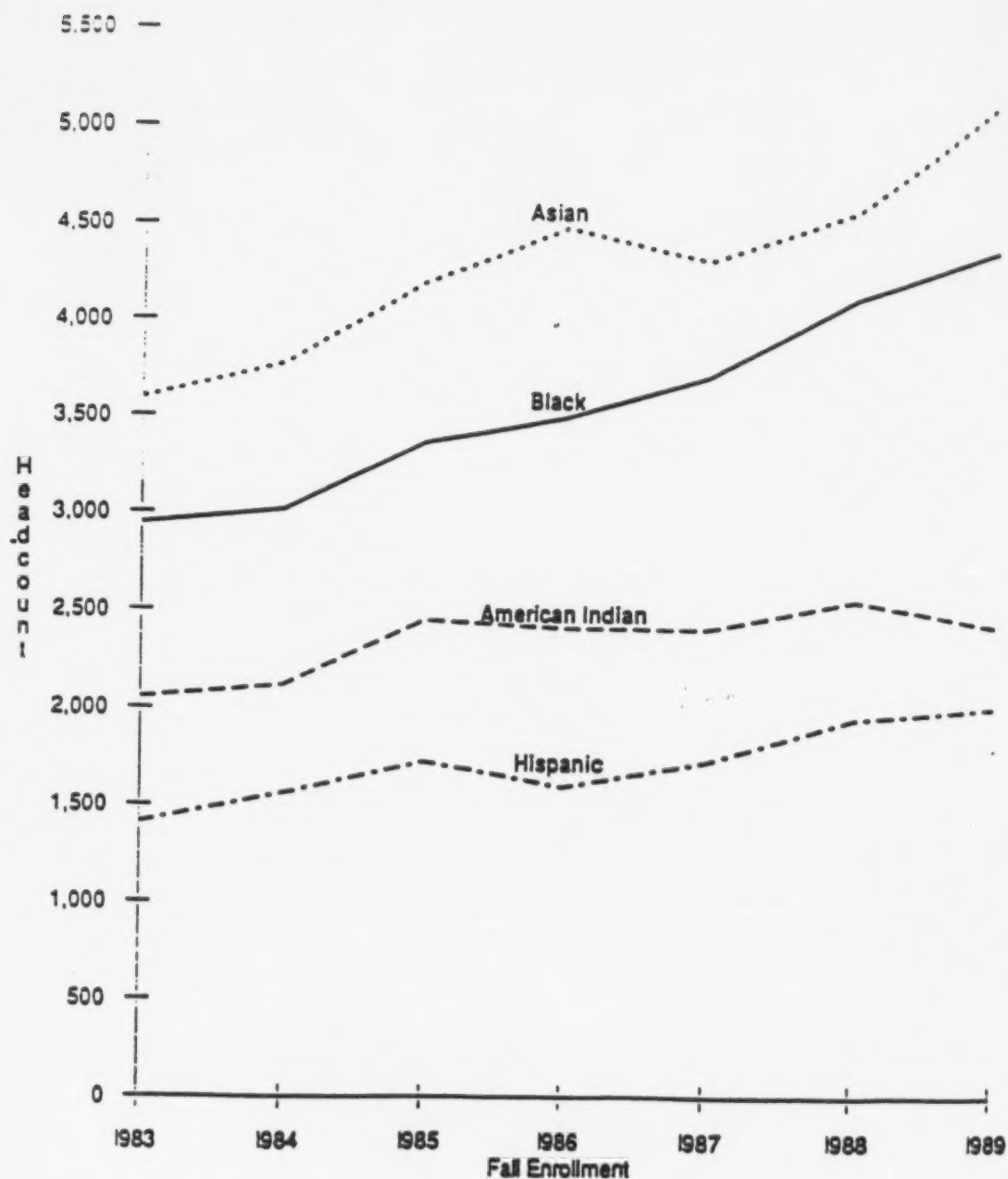
ASIANS AS A PERCENT OF TOTAL POPULATION 1990 CENSUS DATA



CHANGE IN ASIAN POPULATION, 1980-1990 1980 AND 1990 CENSUS DATA



**Figure A. Enrollments of Minority Students in Minnesota Post-Secondary Institutions,
Fall 1983 to Fall 1989**



Source: Minnesota Higher Education Coordinating Board
Fall 1990 Headcount Enrollment by
Racial/Ethnic Group

MINNESOTA HAS FIFTH HIGHEST RATE OF GROWTH IN ASIAN AND PACIFIC ISLANDER POPULATION

From 1980 to 1990, Minnesota had the fifth highest rate of increase in the country for the Asian and Pacific Islander population, according to recently released 1990 census data. The new census figures show 77,886 Asians and Pacific Islanders living in Minnesota, well over twice the number in 1980. Asians and Pacific Islanders are now the second largest minority group in Minnesota behind African-Americans.

So far the census data that have been released do not have a breakdown for the different Asian groups. "The Census Bureau plans to release the more detailed breakdown later this year," said Linda Kohl, Director Minnesota Planning. "Then we will have a better picture of our Asian communities."

St. Paul has the largest Asian population, with 19,197 in 1990. Minneapolis is second. Seven other cities - Rochester, Bloomington, Brooklyn Park, Eagan, Burnsville, Plymouth and Richfield - all have more than 1,000 Asian and Pacific Islander residents. The Asian population is most strongly represented in the Twin Cities. About 83 percent live in the seven-county metropolitan region.

The Asian population has become more concentrated in the central cities of Minneapolis and St. Paul. In 1990, 45 percent lived in one of the two cities, compared to 26 percent in 1980. The proportion living in the suburbs and Greater Minnesota declined. Many of the Southeast Asians who immigrated to Minnesota have gravitated to St. Paul or Minneapolis. Although the Asian population grew faster in the central cities, it also experienced strong growth in the suburbs and in other parts of the state. For example, Dakota County had a 200 percent increase in the number of Asians and Nobles County posted a 310 percent gain.

"Comparisons of the 1980 and 1990 numbers are difficult to make in some cases because the census question about race was changed," said Martha McMurtry, a research analyst at Minnesota Planning. In the 1980 census, many Asian groups, including Thai, Lao, Cambodian, and Hmong, were classified as "other races" in certain tables. The question was revised in 1990 in an attempt to give a more accurate count of the Asian population. Depending on which set of 1980 numbers are used, the Asian population in Minnesota grew either 142 or 194 percent during the decade.

- MORE -

The Asian population has grown rapidly in almost every state in the nation, but remains concentrated in a few areas. Fifty-eight percent of the Asian and Pacific Islander population lives in one of three states - California, New York and Hawaii. California has the largest number of Asians and Pacific Islanders with 2.8 million. Almost 10 percent of California residents are Asians. Hawaii has the highest proportion of population who are Asian and Pacific Islander origin with 61.8 percent. No other state has more than 4.3 percent.

The arrival of refugees from Southeast Asian was a major factor in the growth of the Asian population in the 1980s. Other Asians have come to join relatives already living here. Some of the new Asian residents come to go to college or to pursue job opportunities. Adoption of Asian children has also contributed to the increase.

The Asian population has grown from natural increase (the difference between births and deaths) as well as migration. The Asian population is very young. Forty-five percent are under age 18, compared to 26 percent of the white population. This young age structure results in a large number of births relative to deaths. The combination of high rates of immigration and high rates of natural increase produced the high growth between 1980 and 1990.

- END -



Minnesota State Board of Education

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Inclusive Educational Program Rule Minnesota Rules Part 3500.0550

Subpart 1. Establishment of a Plan

The school board in each district shall adopt a written plan to assure that curriculum developed for use in district schools establishes and maintains an inclusive educational program. An inclusive educational program is one which employs curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

- A. the cultural diversity of the United States. Special emphasis must be placed on American Indians/Alaskan Natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program must reflect the wide range of contributions by and roles open to Americans of all races and cultures.
- B. the historical and contemporary contributions of women and men to society. Special emphasis must be placed on the contributions of women. The program must reflect the wide range of contributions by and roles open to American women and men.
- C. the historical and contemporary contributions to society by handicapped persons. The program must reflect the wide range of contributions by and roles open to handicapped Americans.

Subpart 2. Specifications for the Plan

The current plan must:

- A. address the manner in which the multicultural and gender-fair concepts in Subpart 1, items A, B, and C, are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes established in the district;
- B. determine the extent to which the district curriculum advisory committee established by Section 126.666, Subdivision 2, will be involved in implementing this part;
- C. include evidence of substantive involvement by women, persons of color, and handicapped persons in the development of the plan. In communities with no persons of color, the district shall utilize resource people available in the region, state, or nation whenever the plan is developed, reviewed, or revised;

Marsha R. Gronseth • Executive Director

- D. include specific goals, objectives, and implementation timelines for the curriculum processes, content, and materials needed for each of the areas in Subpart 1.
- E. include procedures for systematic monitoring and evaluation of the plan; and
- F. include a description of the program planned to inservice all staff in the areas related to Subpart 1, items A, B, C, and Subpart 2, items D and E.

Subpart 3. Filing, Reports, Review, and Revision

- A. The current plan must be on file in the administrative offices of the district and with the Commissioner of Education.
- B. The district shall submit status reports on implementing the current plan as requested by the Commissioner.
- C. The current plan must be reviewed at least every six years and be revised as necessary.

Effective Date

Minnesota Rules, part 3500.0550, is effective June 1, 1990. The plan required to be adopted under Subpart 1 must be adopted before that date and must be in effect and on file in the district and with the Commissioner of Education by that date.

Adopted by the Board on December 13, 1988.

Final version approved for printing in the State Register of May 30, 1989.



Capitol Square 550 Cedar Street
Saint Paul, Minnesota 55101 612/296-6104

News Release: October 15, 1991

**Contact: J. Thomas Strom, Supervisor, Curriculum Services Section,
(612) 296-1447**

Information Sought On the Needs Of Asian Pacific Learners

Asian Pacific Task Force, appointed by the State Board of Education to study the needs of Asian Pacific learners, will conduct public meetings with Asian Pacific students, families and teachers for the purpose of studying the needs of these learners and to make recommendations to the State Board of Education on how to improve the education of students in those ethnic groups. All people of Asian Pacific heritage are welcome. Participants need not be first generation Asian Pacific heritage. Meetings will be informal using questionnaires and small group discussions.

The meetings will be conducted in the following locations: Duluth--October 9, Rochester--October 24, Minneapolis--November 14, and St. Paul--December 4. For further information concerning time and location contact J. Thomas Strom, Department of Education, (612) 296-1447.



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ASIAN-PACIFIC LEARNER TASK FORCE
Student Questionnaire

1. What are your plans after high school graduation?

2. Do you feel your schooling will give you enough preparation to be successful after you graduate? Yes_____ No _____ Why?

3. What stands in your way to reach your educational goals?

4. How can your school help you be a successful student now and prepare you for future success?

5. Do your classes include Asian history and culture?

Yes____(explain how they are included) No____(If no, explain how classes can include more Asian history and culture. What subject areas should this be a part of?)

6. When Asians are included in your study, how are they presented?

7. Would you like more Asian history and culture included in your classes and study? Yes_ No

Student Questionnaire
Page 2

8. Are you treated fairly by all your teachers in school? Yes____ No ____
Explain

Check the following: all classes _____ most classes _____
I participate in: rarely _____ never _____

<u>Yes</u>	<u>No</u>	
—	—	Teachers call on me in class
—	—	I am included in class discussions
—	—	I am encouraged to express myself in class
—	—	I am treated differently from other students
—	—	My teachers ignore me
—	—	Teachers appreciate my Asian heritage
—	—	Teachers "put me down" or embarrass me in class
—	—	Teachers help other students understand and accept me
—	—	Teachers help other students learn about my culture
—	—	Students who speak English as a second language are included in class discussions
—	—	Students who speak English as a second language are encouraged to participate in class

Explain your answers or add to the list:

9. Are your parents involved in your education?
If yes, how? If no, why not?

10. How can they be more involved in your school courses and activities?

ASIAN-PACIFIC LEARNER TASK FORCE
Parent Questionnaire

A. What do you think you need to help in the education of your children?

What do you think your children need?

What is especially difficult for you concerning the education of your children?

What do you think are the strengths of your children's schools?

Where can the school improve?

Do you think that the teachers understand your difficulties?

Are there enough Asian and Bilingual teachers in your district?

Parent Questionnaire
Page 2

B. What are your goals for your children's educational success?

Are they achievable?

What do you as a parent need to achieve them?

What do your children need to achieve them?

What obstacles are there to achieve them?

ASIAN-PACIFIC LEARNER TASK FORCE
Teacher Questionnaire

1. What in particular should educators do to address the issues concerning Asian students?

2. What do you feel are the particular needs of Asian students?

What is your school doing to meet those needs?

What can your school do in addition?

3. What is challenging for you as a teacher of Asian students?

Is there anything you wish you had known?

What do you need to know?

4. What expectations do you or your colleagues have of Asian students?

Teacher Questionnaire
Page 2

How are these expectations different from those of other students?

Have these expectations changed over time? If yes, why?

5. In your school, how is Asian student perceived?

Do you find any or all of these perceptions to be accurate?

6. What is your experience with Asian students in:

A. Academic matters/goals?

B. Extra curricular activities?

C. Peer relations?

D. Student/Teacher relations?

E. Parent/Teacher relations?

Teacher Questionnaire
Page 3

Questions for Asian Teachers

1. As an Asian teacher/administrator/staff, what difficulties do you encounter from the District?

From your colleagues?

From the students?

2. What would make your task easier to accomplish?
3. Where would you as a teacher most like to learn about Asian cultures?
4. What information would benefit your students most?

STUDENT FINDINGS

These statements have been drawn from questionnaire responses and edited by members of the Task Force.

After high school plans include a good education and a job.

To be successful, rich and famous and help people.

Schools need to offer more programs, subjects, and activities that help students get into higher education and be successful in their careers.

Schools need to offer more ESL classes, more challenging classes, tutoring, and other academic support.

Teachers don't really care about their education.

There is a lot of peer pressure and racism.

Many parents do not understand education systems and do not have communication skills.

Lack of counseling/counselors, not enough information about higher education.

Students feel that schools should offer more classes on Asian culture to help all students understand and accept Asian students.

More ESL teachers needed.

More Asian teachers in all subject areas are needed for role models.

Limited up-to-date written teaching material on Asian culture and history.

Teachers lack sensitivity and knowledge about Asian students and their culture.

Teachers do not pay any attention to Asian students because Asian students are passive and quiet.

Many teachers are prejudice and treat students badly.

The majority of the first generation students feel that they are not accepted by the non-Asian students.

The majority of Asian students want their peers to understand their culture and why they have escaped to this country.

Language barrier between teachers and parents prevents parental involvement in school.

Schools need to educate parents about the importance of extra curricular activities.

General Assistance regulations limits Asian student's ability to continue their high school and higher education.

Lack of money to pursue higher education.

PARENT FINDINGS

These statements have been drawn from questionnaire responses and edited by members of the Task Force.

Direct communication needed between home and school in appropriate language.

Parents need to have opportunities to learn the English language and American lifestyle.

Greater Asian parent involvement in school activities, i.e. PTA, volunteers, teacher/parent conferences, cultural speakers, etc.

Need support services, i.e. daycare, transportation, parent support groups.

Need for continued financial support through social services.

Need to expose all children to other cultures.

Need more multicultural resources.

The need for cultural sensitivity training for school personnel, students and administrators.

More Asian teachers.

More tutorial help needed to assist students with homework.

More Asian counselors.

Need for cultural workshops and inservice training for teachers.

Need to develop programs to reduce peer pressure.

Stress acceptable behavior in school activities.

Better teachers, i.e. understanding, caring, sensitive.

Need more indepth, quality educational opportunity.

TEACHER FINDINGS

These statements have been drawn from questionnaire responses and edited by members of the Task Force.

Lack of English language is a major barrier for students.

Not enough ESL services.

Communication and academic skills.

More bilingual teachers are needed.

Interpreter services for students, parents and teachers are needed.

More cultural appreciation activities needed.

Improve understanding of differences between Asian and American cultures.

More Asian role models.

ESL class size too large.

Students have gaps in previous education that need to be filled.

Academic ability of some students is unknown.

Many students lack self esteem.

Lack of acceptance of Asian students by non-Asian students.

Need for cultural pluralism and materials to support program.

PPST teacher entrance test, especially the time portion is unfair for some prospective Asian teachers.

Lack of communication with parents.

Parents lack the skills needed to effectively interact with staff.

November 20, 1991

J. Thomas Strom, Supervisor, Curriculum Services Section
Minnesota Dept. of Education
Capitol Square
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Strom,

I am writing to comment on some of the issues raised at the Asian Pacific Task Force Hearing held on Thursday, Nov. 18, 1991 at the Minneapolis Public Schools' Board of Education building. I was the first Asian-American to speak on the issues facing Asian/Pacific learners in the next year.

The hearing raised many issues which I believe need to be clarified before the State Dept. of Education can make its recommendations. I believe the most important issue to clarify is: "what is the mission of education for Asian-Pacific American learners?" Is it to produce competent, self sufficient and self confident adults who can access the general American Society while still being proud of their ancestral heritage: or is it to produce adults who may continue to remain and feel that they are outsiders, tied to their native or ancestral culture? I believe when this issue is clarified, we will be able to set a course that will meet the needs of Asian American students. A clarification of this issue will also clarify who/what is responsible for meeting the various needs faced by Asian-American learners

There were many comments on the need for Asian/Pacific American learners to learn about the cultural heritage of their ancestors and that this should be taught to them in the public schools. I believe that this is the responsibility of the individual ethnic community. As a first generation Chinese American growing up in New York City, I would not have enrolled in a Chinese history/language class designed just for Chinese students in my school if you paid me a million dollars. It would have singled out my being different one more time and the pain of not fitting in would have been even more unbearable. Ethnic cultural heritage classes can be taught by community elders on the weekend. If the various Asian communities desire such a program, they should be encouraged and aided to seek foundation aid to begin one. Our schools have a mission to teach American history and that history includes the history of all its citizens in the development of the United

States--Chinese American history, Japanese American history, Philippino American history and on and on. In the future, there will be Vietnamese American history, Hmong American history, etc. This is what is so exciting. We, in the 1990's, can help shape the inclusion of these new histories.

I also witnessed issues of a personal nature in some of our other speakers. As important as these personal issues are, I believe that unless we can separate the personal needs of adults from the needs of their developing children, we will not be able to make appropriate educational decisions. Adults who were once the leaders of their communities and are now: 1) underemployed and underutilized and 2) not viewed as competent their new country struggle with a tremendous loss of self esteem. Not losing face is extremely important in all Asian cultures. Not perceiving yourself to have the same status in America with White Americans is a painful experience for adult immigrants of color--even immigrants who are working in educational or social agency settings as interpreters, bilingual instructors, etc. This grief leads to needs for more control over how their children will develop. It leads to the push and pull of families to control rebellious children who may really just be saying, "I hate to be different". Elders see themselves as being less important in the eyes of their rebellious children when, indeed, it is just their children asking for affirmation of their place in the American Society. Educational policy decisions made under these circumstances can discourage the positive development of Asian Pacific American learners.

Human service agencies can help immigrants acknowledge these feelings so that decisions for their children can be made with the focus being on their child's natural development and not their need to cope. Support groups lead by 1st, 2nd, and 3rd generation Asian Americans can help diffuse the non native Asian American's feelings of isolation and loss. Highlighting the similarities to the adjustments made by other Asian American groups can help our new groups to gain hope for the future. We share a common journey.

There is, today, a wealth of information on the history of Asian Americans in the United States. This information should be included in any curriculum that addresses the needs of Asian Pacific learners.

Last, but not the least, I want to remind the Task Force to not overlook the needs of American born Asian learners of American born Asians, Korean children adopted by White American

families, multiracial Asian American children, Asian children growing up in the Asian ghettos, Asian children growing up in non Asian communities. I would also encourage the Task Force to locate Asian Americans who have made the journey to assimilation to join in this important task. We have much to offer and our insights may help clarify the many complex issues facing Asian Pacific learners. I end with a quote from David Mura's, TURNING JAPANESE:

I would like to think that the questions of identity (my daughter) faces will be easier than mine, less fierce, less filled with self-neglect and rage. That she will love herself more and therefore be more eager for the world, for moving beyond herself.

It is with this that I end my letter. It is my hope that all our children will love themselves and be more eager for the world. Thank you.

Yours very sincerely,

Marie Yu Stipkovits

Marie Yu Stipkovits

Oct. 26, 1991

Dear Mr. Sloane,

I am an Asian student in Rochester, MN. I'm writing to you to tell my feelings about what I feel is wrong in Rochester.

Although I am not directly involved with the Asian gangs here, I know that they exist. I feel that our problem with gangs and the general prejudice in Rochester is not getting all the attention that it should.

For example, many people in and around Rochester knew about the walk-out at Mayo and why it happen. Even though it was on the news, after a day or so, nothing was ever heard of it again. And as far as I know nothing was ever

done to help stop the racial violence over there.

Whether people want to admit it or not, there is a lot of racial violence in Rochester.

There is also a lot of prejudice here; as much as any other city, but I think that most people would rather ignore the whole thing, than do something about it. There is a general feeling here that even the police are prejudice. We can't have police arresting people just because they don't like where we come from or the color of our skin.

Many people in Rochester, especially the politicians and business men, boast on how great a city this is. Rochester can't be all that great when

things like this are
covered up rather than faced.

I don't offer any solutions,
but I know that they won't
appear from nowhere.

GLOSSARY

ASIAN-PACIFIC LEARNERS – all learners of Asian-Pacific ancestry. These learners may be newly arrived, first, second, third or any other generation. Geographic areas of ancestry:

Afghanistan	Marshall Islands
Australia	Melanesia
Bangladesh	Mongolia
Belau	Nepal
Bhutan	New Guinea
Brunei	New Zealand
Burma	Okinawa
Cambodia	Pakistan
China	Philippines
Gilbert Islands	Polynesia
Guam	Samoa
Hmong	Singapore
Hong Kong	Sri Lanka
India	Taiwan
Japan	Thailand
Korea	Tibet
Laos	Tonga
Malaysia	U. S. S. R.
Maldiv Islands	Vanuatu
Maori	Vietnam
Marianas	

MINCRIS – Minnesota Civil Rights InformationSystem

INCLUSIVE EDUCATIONAL PROGRAM – education which is multicultural, gender fair and disability sensitive

ESL – English as a second language

LEP – Limited English Proficiency

AMERASIAN – person of both American and Asian ancestry. Recently used to describe children of United States Armed Forces parentage and Asian parentage born during one of the armed conflicts in Asia

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